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REPORT OF THE ENGLISH PROGRAM COMMITTEE.
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AS A RESULT OF CRITICISM BY AN ACCREDITATION TEAM, EL CAMINO COLLEGE DISCONTINUED ITS PRACTICE OF ALLOWING DEGREE CREDIT FOR ENGLISH A (A MAKE-UP COURSE) AND REQUIRED THAT ALL EXCEPT BUSINESS MAJORS HAVE ENGLISH 1A PROFICIENCY. PLANS WERE THEN BEGUN TO DEVELOP AN INTERMEDIATE, NON-TRANSFER COURSE THAT WOULD SATISFY THE AA DEGREE REQUIREMENTS BUT WOULD NOT DISCOURAGE THE TERMINAL STUDENT. ENGLISH 1A FOCUSES ON RESEARCH, TERM PAPERS, AND CLASSICAL LITERATURE, BUT THE NON-TRANSFER STUDENT NEEDS TECHNICAL REPORT WRITING AND READING IN TECHNICAL AND BUSINESS JOURNALS. AFTER EXAMINING THE ENTIRE ENGLISH PROGRAM, THE COMMITTEE PROPOSED THE INTRODUCTION OF ENGLISH 2A (FUNCTIONAL READING AND WRITING), OF ENGLISH R (BASIC READING), AND OF A STUDY SKILLS CENTER TO TREAT DEFICIENCIES. THEY ALSO ASKED FOR CHANGES IN ELIGIBILITY AND PLACEMENT TESTING. AFTER SUCH CHANGES WERE INITIATED, THEY FELT THAT THE ENGLISH REQUIREMENT FOR AN AA DEGREE WOULD BE FULFILLED BY COMPLETION OF ENGLISH 2A, ENGLISH 1A, OR BUSINESS ENGLISH AND THAT THE STUDENT WOULD HAVE A WIDER CHOICE OF COURSES IN COMPLETING THE 6-UNIT REQUIREMENT. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# Report of the
# ENGLISH PROGRAM COMMITTEE

## Subcommittee of the
## Graduation and Curriculum Evaluation Committee

EL CAMINO COLLEGE

Research Report No. 67-1

February 1967

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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## 1. SOME HISTORY OF THE ENGLISH REQUIREMENT AT EL CAMINO COLLEGE

For the first nine years of El Camino's existence English A counted as three units toward the six-unit English requirement for an AA degree. El Camino catalogs prior to 1955-56 reflect this fact.

During the school year 1954-55, chiefly in response to an accreditation report that criticized graduation requirements at ECC, the General Curriculum Committee with the support of certain "Faculty Committees" recommended that "high school make-up courses" not be accepted as credit toward general education requirements that lead to an AA degree. Apparently only the fields of physics, chemistry, math, and English were affected by this recommendation, which was made policy. Therefore, English A, being classified as a "make-up" course or remedial course, was no longer accepted as part of the six-unit English requirement. Furthermore, it was stated that "no student should be granted an AA degree who does not have an English 1A proficiency in English." An exception was made for Business majors, who could take Business English instead of English 1A.

The English 1A requirement has continued through the years, but not without some unrest and occasional discussion, at least among those involved in teaching English. As early as 1958 work began on the development of a non-transfer English course that would satisfy the AA degree English requirement. On March 6, 1961, such a course was proposed to the English department, and this plan received the tacit endorsement of the department. It was felt that this plan or one nearly like it should be attempted.

At least as early as 1963, when divisional annual reports were initiated, the department's approval of an alternative plan for completing the English requirement was stated in the annual report. Successive annual reports have mentioned departmental interest concerning a terminal course in English.

The 1964 "Report of the Accreditation Team" (ten years later than the accreditation report previously mentioned here) pointed to El Camino's need for "an intermediate course which would not discourage the terminal student or the student who is not transferring to the University."

On September 28, 1965, the English department reaffirmed its desire to initiate an English course for the terminal student.

On June 6, 1966, the Graduation and Curriculum Evaluation Committee appointed a subcommittee, the English Program Committee, to study the English curriculum at El Camino College and make recommendations. The committee was composed of three members: Eugene Kerstiens, English Department (Chairman); G. Theodore Elmgren, Industry and Technology; and Fern McCoard, Business Education. The instructions to the committee stated that the members "should become somewhat expert in their knowledge of the multi-track program and they should develop a program for the anticipated new terminal course in English or a possible review of English A. They should attempt to the best of their ability to reconcile the proposed program with the philosophies of the respective departments."

## 2. PROCEDURE OF THE ENGLISH PROGRAM COMMITTEE

The committee met for a series of planning meetings during the summer session. Then, th the cooperation of the heads of divisions, the members arranged their schedules for ll so that they could spend blocks of time together working on the project and making isits to other junior colleges.

Review of the Literature. To become acquainted with the kinds of textbooks used in nglish A and other non-transfer English classes, committee members reviewed a sampling of ooks that were published for use in these types of classes. Also, many articles were read o gain a background in philosophies, goals, and practices related to teaching English in he junior college.

The most practical, yet innovative, idea about a non-transfer English course was sum- arized as follows by Cowan, Hawkins, and McPherson in a discussion of a new plan for Clark ollege:

> What we decided was influenced by several things we thought we knew: first, most of these students were incapable of learning any more about parts of speech and rote rules than they already knew, or, even if they could learn to do the exercises and memorize the rules, there was almost no transfer of knowledge from the exercise book to their own writing. Second, and more important, we stopped kidding ourselves that we could do in a quarter's intensive review what the high schools had been trying to do for three or four years. Third, and more important, we assumed that perhaps 75 or 80 per cent of these students would never take another writing course and we had therefore better pitch in and concentrated on the major aim of all writing--communicating meaning--and work on almost exactly the same things we work for in composition, but on a simpler level; on success in making a point, on sensible organization, on learning to recognize and avoid common fallacies.
>
> We agreed that the purpose of the course would not be primarily remedial. We were not trying to get these students into transfer English; rather, we were trying to provide them with enough English so that we could, with clear consciences, see them graduate with associate in arts degrees. Such a course, we thought, should neither repeat the work of the high schools nor assume that these students were headed for college composition.[1]

Search for a Diagnostic Placement Test. At present, El Camino College uses the Cooper- tive English Test, Single-booklet Edition, to determine whether new students should be en- olled in English A or English 1A. If the total converted score is 157 or more, the stu- ent is permitted to take English 1A. The Coop also gives a reading score. However, the ommittee felt that it would be valuable to instructors and students if an effective diag- ostic test could be found which would also serve as an effective cut-off score. After earching the literature, the committee thought that the Purdue English Placement Test ight prove to be more effective than the Coop since it gives subscores in (1) recognition f grammatical errors, (2) punctuation, (3) sentence clearness and effectiveness, (4) read-

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[1] Gregory Cowan, Richard Hawkins, and Elizabeth McPherson, "Incompetence in Comp: A Realistic Solution," Junior College Journal (September 1964), p. 25.

rocedure (Cont.)

ng, (5) vocabulary, and (6) spelling. To get specific first-hand information, the committee visited the two nearby colleges that use the Purdue test: Compton and San Diego City ollege.

Analysis of Characteristics of ECC Students. Studies were made of relevant characteristics of the ECC student body. (See section of this report titled "Statistics Concerning he English Program.") These studies included an analysis of English A grades of a random ample of 110 students who received test scores of 145 or lower, fall, 1965; an analysis of est scores of a random sample of 110 students who received grades of "F" for the same emester; and analyses of reading scores of students in English B classes.

Meeting with Advisory Committees. On October 12, the sixteen advisory committees of he Industry and Technology Division met on campus. At this time, the idea of a special on-transfer English course for technical students was presented to them, and the participants were asked to fill out a questionnaire to indicate the content they believed should e included in such a course.

Investigation of Study Skills Centers. The committee became interested in the concept of a study skills center as an aid to teaching the mechanics of punctuation, usage, spelling, etc. (Such a center would also be useful in subjects other than English.) The committee visited Los Angeles Valley College to investigate their present setup and their plans for an elaborate new center to be opened soon. San Bernardino's well-equipped center was also visited. To become familiar with materials that might be used in such a center, members attended the exhibit of the International Visual Communications Congress, Conference of the Audiovisual Education Association of California (Southern Section), and the Science Research Associates Reading Conference.

Visits to Other Junior Colleges. The committee visited other junior colleges in the area which were reputed to have courses or ideas which might be adapted for use at ECC. The colleges were Compton, Pasadena, Ventura, Los Angeles Valley, Orange Coast, and San Diego. The conferences included deans, heads of departments, teachers, counselors, and registrars.

Other Interviews. Dr. Albert J. Riendeau, of the West Valley Joint Junior College District at Campbell, came to ECC for discussion about their plan to provide a "more palatable English curriculum for the junior college vocational and technical student." They are trying to get federal funds to carry out an extensive research project.

Eugene Kerstiens telephoned heads of English departments at Santa Barbara College, Mt. San Antonio, Bakersfield, and Golden West. During the SRA Reading Conference, Mr. Kerstiens also discussed reading and English programs with department members from Loyola, College of the Desert, San Bernardino, American River, Modesto, and Bakersfield, among others.

On our own campus, discussions were held with the faculty of the English Department, Business Education Department, and the Division of Industry and Technology; Robert Poe, W. Holmes Smith, and Leo Christian in the area of testing; and Marvyl Doyle and Marie Mittwer in the area of reading. Many other ECC faculty members were consulted informally by individual members of the committee.

Preparation and Presentation of the Report.[2] On January 11 the Subcommittee presented an over-all plan and a series of specific proposals to the full Committee. The proposals were discussed and acted upon at subsequent meetings.

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[2]This written report is a brief summary of the activities of the Subcommittee. Materials used in preparing the proposals and the report are filed in the El Camino College Research Office: bibliography, questionnaires, work sheets for statistical compilations, notes on visits to other junior colleges, course outlines, etc. These materials are available to anyone who wishes to see them.

## 3. SOME STATISTICS THAT HAVE INFLUENCED THE PROPOSAL OF THE ENGLISH PROGRAM COMMITTEE

1. A comparatively low proportion of ECC students graduate with an AA degree. (Compared with 10 other junior colleges in Southern California)

2. About 20% of the students who take English classes do not take the Cooperative English Test (Coop).

3. Student population in terms of those who take the Coop:

| GROUP | CONVERTED SCORE (Total) | PERCENTAGE OF STUDENTS |
|---|---|---|
| I | 157 or higher | 40% |
| II | 150-156 | 30% * |
| III | 146-149 | 20% * |
| IV | 145 or below | 10% * |

* (Taken from a random sample of 300)

4. The probability of a student's failure in English A seems to be related to his total score on the Coop.

| GROUP | CONVERTED SCORE (Total) | PROBABILITY OF FAILURE |
|---|---|---|
| II | 150-156 | 26% |
| III | 146-149 | 29% |
| IV | 145 or below | 45% |

(Based on a random sample of 110)

These figures should be viewed, however, with the knowledge that (1) "W" and "NG" grades are not included, but that (2) "F" grades are included with earned "F" grades in the F probability factor.

5. About 30% of those students who do not pass the Coop (156 or below) do not enroll in English A classes before the Coop eligibility period has elapsed (10-11 months). (Based on a random sample of 110)

6. Only one junior college studied by this committee requires English 1A to fulfill the English requirement for its AA degree.
(10 junior colleges in this study)

7. The Coop is the most popular device used to place students in English courses in larger California junior colleges.
(34 junior colleges with ADA's at or above 4,000 were surveyed in 1964; 22 used the Coop.)

8. Presently the Coop test provides three scores:

   1. Reading
   2. Effectiveness of Expression
   3. Total (Arithmetic average of first two scores)

me Statistics (Cont.)

The average score-spread between a student's reading score and total score is 4 points.

For students whose total score is 145 or lower, the score-spread is 2 points.

(Taken from random sample of 200)

9. The AVERAGE student on our campus has a reading level of about TENTH GRADE.

10. A study was made of 50 students who received a grade of "C" in English A classes during spring, summer, and post sessions of 1965 to provide the following:

    1. 29 of the 50 did not take English 1A although they had the opportunity to enroll during two succeeding semesters and one summer session (minimum).
    2. 7 of the 50 repeated English A to receive a grade of "C."
    3. 17 did not take the Coop.
    4. Of those who took the Coop and scored at 145 or below, 3 advanced to English 1A to receive one "C" and two "D's."
    5. 5 students advanced to an English 1B class; all received "C's."
    6. The 21 students who took English 1A received the following grades:

F = 1
D = 5
C = 8
B = 3
A = 1
W = 2
W and repeated for a D = 1

11. Survey of drops, D's, F's in composition classes:

| | Drops | D's | F's |
|---|---|---|---|
| English A | 40% | 21% | 30% |
| English 1A | 27% | 25% | 15% |
| English 1B | 29% | 15% | 9% |

(Many drops are also reflected in the "F" column via NAD or WF grades.)

## 4. PROBLEMS WITH THE PRESENT ENGLISH PROGRAM

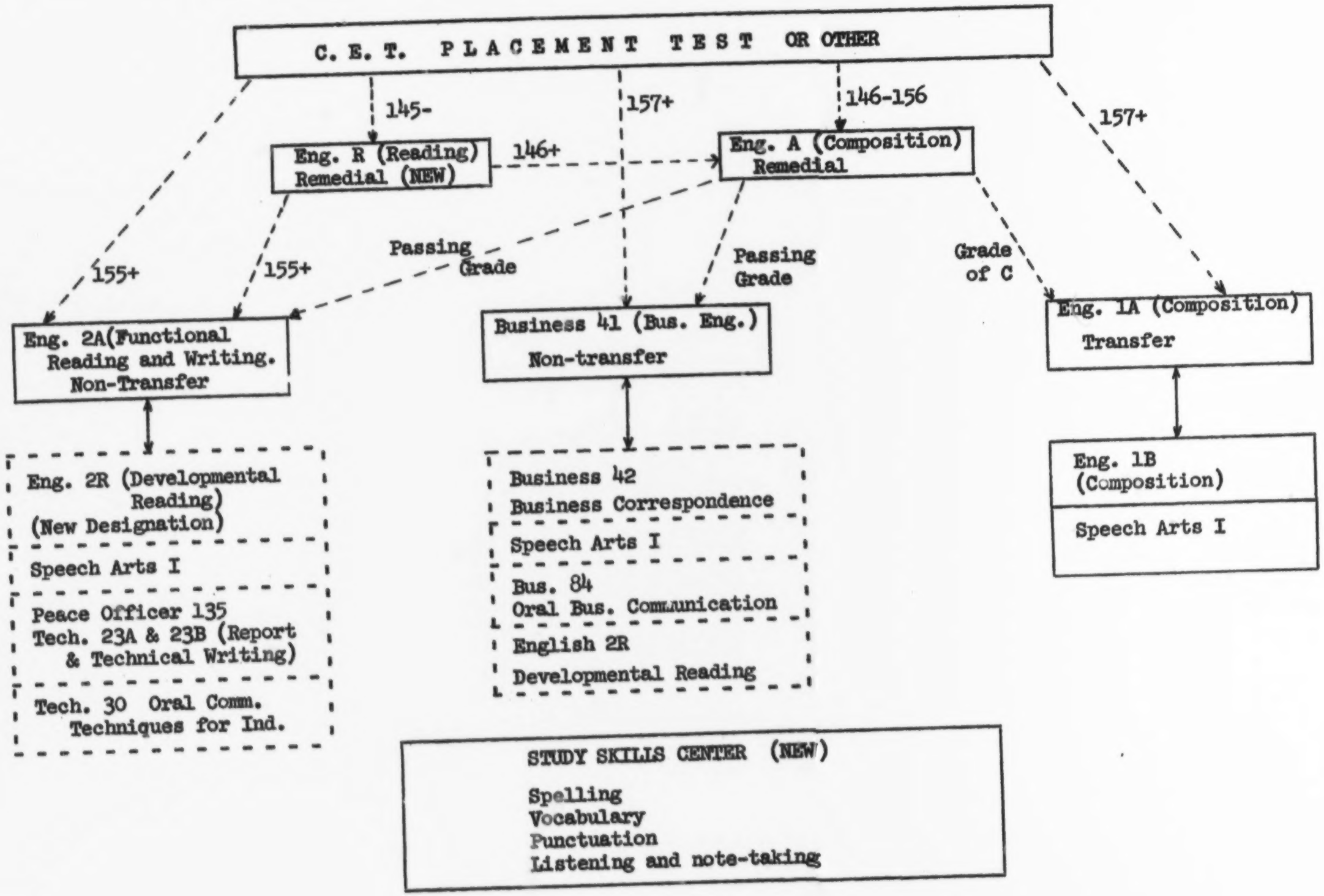
The present English program at El Camino College discriminates against the student who does not plan to pursue a Bachelor's Degree at a four-year college or university. Nearly all students who seek to obtain an Associate in Arts Degree at El Camino College must take English 1A, the university oriented English course. Students majoring in Business are the only exception. They may take Business English (Business 41) in lieu of English 1A.

Approximately 60% of the students who take the English placement test "fail" the test and are thereby required to take English A. English A is a remedial course, and its prime purpose is to prepare students to take and pass English 1A. Statistics show that of all students who take English A at El Camino College 40% drop out, 30% get F's (which includes some drop outs), and 21% get D's. Therefore, the great majority of those students who do not originally pass the placement test will never be able to get the AA Degree. Furthermore, of the students who pass English A or the placement test, nearly half do not make it through English 1A (27% drops, 15% F's).

The burden of eliminating students from college has been placed unfairly upon the English Department. Every requirement for the AA Degree except English has several routes or options open to the student. But to meet the English requirement requires passing English 1A.

English 1A is not designed to meet the needs of the non-transfer student whose future experiences will require that he know technical report writing format rather than research term paper format, and whose reading interests and needs center upon the journals of business and industry rather than on classical literature.

The AA Degree is primarily significant for those students who will not go on beyond the junior college; the transfer students will presumably obtain a Bachelor's Degree. It is therefore incumbent upon the curriculum planners in the junior colleges not to structure the requirements in such a way that only those students who will get a Bachelor's Degree may qualify for the AA Degree.


C. E. T. PLACEMENT TEST OR OTHER
145-
157+
146-156
157+
Eng. R (Reading) Remedial (NEW)
146+
Eng. A (Composition) Remedial
155+
155+
Passing Grade
Passing Grade
Grade of C
Eng. 2A(Functional Reading and Writing. Non-Transfer
Business 41 (Bus. Eng.) Non-transfer
Eng. 1A (Composition) Transfer
Eng. 2R (Developmental Reading) (New Designation)
Speech Arts I
Peace Officer 135
Tech. 23A & 23B (Report & Technical Writing)
Tech. 30 Oral Comm. Techniques for Ind.
Business 42
Business Correspondence
Speech Arts I
Bus. 84
Oral Bus. Communication
English 2R
Developmental Reading
Eng. 1B (Composition)
Speech Arts I
STUDY SKILLS CENTER (NEW)
Spelling
Vocabulary
Punctuation
Listening and note-taking

## 5. EXPLANATION OF THE ENGLISH PROGRAM COMMITTEE'S PROPOSAL

The English Program Committee was assigned to devise a new program that would obviate ome of the difficulties experienced with the present program. This committee was specific- lly instructed to make plans for a new-non-transfer course in English that would satisfy equirements for the AA degree and to consider a possible revision of English A. However, t was found that such plans necessarily involved other recommendations since the entire rogram in English would be affected.

The diagram on page 7 represents a summary of the committee's proposal. The dia- ram indicates the relative position of courses as well as eligibility and transfer re- uirements for each course. Items that appear in purple indicate presently established ourses that would not be significantly affected by this proposal. Items in green indi- ate presently established courses that would undergo some revision by virtue of new pre- equisites or a new relationship to other courses in the program. Courses and other offer- ngs appearing in red are those which are new. (Color chart on this available if requested.)

Testing. The recommended pattern of courses is based upon the premise that every stu- ent, with the exception of graduates or other advanced students, must take the English lacement test. We presently use the Cooperative English Test, and all cut-off scores hat appear on the noted diagram represent CET Total Converted Scores. A student's immedi- te avenue to any reading or reading and composition course in the English program would epend upon his score on the CET.

This plan allows a student to take the CET a maximum of three times in his effort to achieve placement in a course of his choice. He may, however, take only one test per testing period. There are three testing periods per year: fall, spring, and summer. This policy would allow some students to effect improvement of verbal skills on their own initia- tive and thereby escape remedial courses which are designed to repair such deficiencies.

English R, Basic Reading. This is a new course designed to help students whose scores fall at or below 145. Most of the students in this group have a reading level that falls somewhere between grades 3 to 8. At this time these students are placed in English A classes where their probability of failure is 45%, substantially higher than the rate of failure occasioned by those students who score between 146-156 (see item # 4 , page 4 ).

Basic Reading would attempt to raise the reading level of students so that they would have a better likelihood of success in other English courses. However, since students at this level usually are also deficient in language skills other than reading, the course would also help them with other specific identifiable skills that they would need in more advanced courses.

A student's successful completion of this course would depend on his performance on a re-test of the CET, which would comprise the final examination. The final grade would be "pass" or "fail." The student would advance to another course according to the following options, depending on his score:

| SCORE | COURSE |
|---|---|
| 146-156 | English A |
| 155 or higher | English 2A |
| 157 or higher | English 1A or Business 41 |

If a student failed to reach or exceed a score of 146 after having completed Basic Reading, he would be eliminated from the English program.

xplanation of the English Program (cont.)

English A. This course is a remedial composition course designed to advance students ith a CET score of (146-156) who do not qualify for a transfer or terminal course in nglish. This group presently comprises about 50% of those who take the CET. The purpose f the course is to teach those basic language skills that are requisite to satisfactory erformance in college-level courses: English 2A, English 1A, and Business English.

Experience indicates that a student receiving a grade of C in English A can perform easonably well in English 1A, the transfer English course (see item # 10, page 5). herefore it is the recommendation of this committee that a grade of C or higher be re- uired of a student completing English A before he is placed in English 1A. Experience also trongly suggests that the student who achieves a grade of D in English A is ill prepared or English 1A. Although there is little statistical evidence to support this point, in- tructors who teach English 1A classes in the spring, when a higher proportion of English A tudents with a grade of D enroll, generally agree that the D student has little likelihood f success in the transfer course.

It is also recommended that a grade of D or higher in English A be required for ad- ancement to either of the two non-transfer English courses, English 2A or Business English.

The student who satisfactorily completes English A may now choose from a number of courses to satisfy the English requirement. He may take a course to fulfill the English requirement for an AA degree or to complete the English requirement demanded by the four- year college.

English 1A. This is the traditional transfer course required by most four-year colleges. It is designed to meet the demands of the four-year colleges, which generally agree upon the content of the course and the level of competency of the student who completes it.

For a number of years this college and numerous other colleges have considered a 157+ score on the CET sufficient for entrance into English 1A. This committee recommends no change in this policy, but does recommend, for reasons previously mentioned, that a grade of C or higher be required in English A to advance a student to English 1A.

Business English. Business English is a non-transfer English course designed to ful- fill the English requirement for business majors. Its position in the English program re- garding eligibility, advancement, and placement would remain as it is at the present time.

English 2A, Functional Reading and Writing. This is a new course, designed to teach language skills that are needed by the non-transfer student. It is not necessarily directed to those linguistic or rhetorical disciplines demanded of the English 1A student. Rather, it would concentrate on those language skills that are appropriate for the vocational and other terminal students.

A student would gain access to this course by achieving a passing grade in English A or by getting a 155+ score on the CET.

Study Skills Center. This is a facility designed to treat skill deficiencies (or those skills in which improvement is desirable) that hinder a student in the many academic disci- plines, not merely in the field of English. If a deficiency is identified on a test or while a student is taking a course, a counselor or instructor could refer a student to the study skills center where he would receive instruction, usually of a programmed nature, to raise a specific skill to a level that would allow him to achieve in the course.

## 6. SPECIFIC PROPOSALS

The English Program Committee recommends the following:

1. That English 2A, Functional Reading and Writing, be initiated in the fall of 1967. This course would be a non-transfer course, would fulfill part of the English requirement for an AA degree, and would be designed to teach those communications skills needed by the non-transfer student.

   We recommend that one instructor be given 20% released time to help plan this course. The instructor would work closely with Mr. Kerstiens, with advice and help from Dr. Mr. Elmgren. We suggest that the course be presented to the General Curriculum Committee this spring so that a description can appear in the 1967 catalog. Materials should be collected and/or developed and a course outline completed so that the course can be tried on an experimental basis in the fall of 1967.

   We suggest that 4 day sections and 1 night section be scheduled for fall. At the end of the semester, the course should be evaluated by the English Department (especially the instructors involved in teaching it) to decide upon its continuance and/or expansion.

2. That an additional remedial course, English R, Basic Reading, be initiated by the fall of 1967 or as soon thereafter as possible. This course would be designed to help those students whose verbal skills are so low that they have little prospect of success in other English courses. Students taking this class would comprise the first ten percentiles of the student population according to the Cooperative English Test (score: 145 or below). Additional counseling and/or testing of this group should be completed before they are placed in English B to determine whether these students could be helped by the course.

   The committee believes that if tests and high school records indicate that a student has no real potential for success in this course, he should be counseled into non-academic areas.

   Dr. Doyle, our ECC remedial reading specialist, has indicated that she believes this course could be prepared for fall 1967. She has stated that developing materials and a course outline for this class would be "routine" and would not require released time. However, planning and establishing facilities for the course, both immediate and long range, would require a great deal of time. We therefore recommend that she be granted 20% released time for these duties; also, that she be allowed student assistance.

   If the course is offered in the fall of 1967, we suggest 3 day sections and 1 night section be scheduled.

   This would require that the course be approved by GCC so that it could appear in the catalog. It would also require that the present English B be changed to English 2 R and that the course be revised into a three-unit Developmental Reading course.

   The new English R would require a remedial reading specialist as a teacher. This proposal would involve the eventual hiring or training of one additional specialist.

Specific Proposals (cont.)

3. That the maximum class size for reading and composition classes be 30 students.

The committee believes that the program as proposed should give the student greater motivation and a better chance of success. Such a change should reduce the drop-out rate in these classes for the following specific reasons:

a. The lowest 10 percent (approx.) of ECC students (145 or below on CET) who previously were enrolled in English A classes where their probability of success was very low will now be enrolled in English R, a course designed to deal with more severe communications problems.

b. Allowing a student to re-test on the CET in order to advance himself from one course to another should improve student attitude toward remedial courses. This policy should also lend additional direction to the content and purpose of English A, to the extent that instructors are encouraged to teach to the test (CET) and students will have the security of knowing that the course itself is directed toward performance on such test.

c. Providing a course specifically designed for the terminal student (English 2A) will allow a student a choice of courses in order to complete the English requirement for an AA degree.

d. Requiring a grade of C for advancement from English A to English 1A will ensure an English 1A student who is better prepared to succeed in English 1A, a course that presently has a high drop-out rate.

4. That an English placement test be taken by every student before his placement in any composition or reading course. Graduates or advanced students would be excepted.

We recommend that this placement policy be put into effect for the fall of 1967. We should expect some increase in the number of students tested.

5. That as soon as possible a study be made to determine whether the Purdue English Test can serve effectively as both a placement and diagnostic test.

We suggest that during the spring and summer testing period of 1967, 300 students be given both the Coop and the Purdue tests. One-third of these should be at the beginning of the testing period, one-third in the middle, and one-third toward the end. Half of those tested would take the Purdue first; half would take the Coop first. The Counseling Office should be authorized to order the necessary materials, to schedule the required tests, and to compile and interpret the results.

6. That for a trial period of one year an essay be included as part of the English placement test.

Ten English instructors have already volunteered to read these essays and grade them on a pass-fail basis to see whether this procedure would be helpful in placing and instructing students.

Time would be required for the Counseling Office to administer the test and to post the results on the students' Coop score sheets.

Specific Proposals (cont.)

7. That eligibility and placement requirements be changed as follows:

   a. A grade of "C" or better be required for advancement from English A to 1A; policy to go into effect in the fall of 1967.

   b. A Coop score of 146 or higher be required for advancement from the new English R to another English course; policy to go into effect as soon as this new course is available.

   c. A student be allowed to take the English placement test two additional times in order to achieve placement in an English course; policy to go into effect in the fall of 1967.

   d. A student's highest score on the English placement test remain in effect for a period of three years; policy to go into effect immediately.

8. That a study skills center be initiated to help students repair deficiencies in basic skills that are needed in the many academic disciplines, OR that materials be made available for remedial English classes to more effectively teach basic skills that are wanting in students having identifiable basic communications skills deficiencies.

   The study skills center might be effected through one of two methods:

   a. Under a Dean of Instructional Resources responsible for the library, audio-visual, and study skills

   b. Under the Vice President of Instruction

   If new facilities are built for such a center, there would be a need for 8,000 feet of flexible space:

   5,000 ft. = study skills center
   3,000 ft. = reading laboratory complex

   If a study skills center is started on a small scale in the fall of 1967, it would involve:

   1750 sq. ft. of flexible space
   a person to direct the center
   clerical and laboratory assistance
   furnishings: tables, chairs, shelves, storage
   $1,500 of programed books, kits, placement tests, and other softwear
   $1,000 of hardware: tapes, recorders, listening devices
   consulting time

9. That the English requirement for an AA degree be changed to a three-unit requirement that could be fulfilled by successful completion of English 2A, English 1A, or Business 41, OR that a wider choice of courses be afforded the students completing three additional units of a six-unit requirement.

pecific Proposals (cont.)

The committee did not come to an agreement on this point: The English Department representative favored a reduction of the graduation requirement from six units to three; the representatives from Industry and Technology and Business Education favored retaining the six unit requirement with added options for the students to elect to fulfill the requirement.

Both the divisions of Business Education and Industry and Technology believe that their students have need for skill in communications and that this is an area in which there is a great lack. Members of the business community and representatives of industrial advisory committees constantly stress the need for communications skills and express their desire that the college "do something to train students" in these areas. These two areas, therefore, recommend that the six-unit requirement be retained but that it be a "communications" requirement rather than an "English" requirement.

## 7. PROPOSALS AS CHANGED BY THE GRADUATION AND CURRICULUM COMMITTEE

1. Accepted, but needs a different title or description so that students and counselors would not be confused by "Reading and Composition" which is title of 1A.

2. Changed:

   That a remedial course, Basic Reading, be initiated by the fall of 1967 or as soon thereafter as possible. This course would be designed to help those students whose verbal skills are so low that they have little prospect of success in other English courses. Students taking this class score at or below 145 on the Coop.

3. Tabled, then voted down.

4. Changed:

   That an English placement test be taken by every student before his enrollment in any composition or reading course and that he be required to follow the placement test result for such enrollment.

5. Approved.

6. Approved.

7. Approved.

8. The first part of item 8 was approved, and Dr. Marsee stated that he would be responsible for its implementation.

9. Changed:

   That the English requirement for an AA degree be fulfilled by successful completion of English 2A, English 1A, or Business 41, and that a wider choice of courses be afforded the student in completing a six-unit requirement.

## 8. IMPLEMENTATION OF THE NEW ENGLISH PROGRAM FOR THE FALL OF 1967

At El Camino there has existed a practice, if not an unwritten law, concerning placement of students in courses, a principle that should be repeated here. It is this: that whatever tests, grades, or other measures may indicate about a particular student concerning his placement in any course, an instructor's or counselor's recommendation is accepted as the foremost authority. Any time an instructor or counselor has reason to believe that a student has been otherwise misclassified or misplaced, he can arrange for proper classification or placement based upon his judgment of the student. If we remain aware of this procedure, perhaps we need not be too disturbed by what may appear to be arbitrary in the new English Program.

1. Effective the fall semester of 1967, every student enrolling in any composition or reading course will be required to take the English Placement Test and follow the placement test results for such enrollment.

2. For a trial period of one year beginning this summer (1967), an essay test will be included as a part of the English Placement Test. Mr. Kerstiens and Mr. Kaufman have lined up sixteen instructors to read the essays and grade them on a pass or fail basis.

3. A student will be allowed to take the English Placement Test two additional times in order to achieve placement in an English course; however, the test may be taken only once during any semester or summer.

4. A student's highest score on the English Placement Test remains in effect for three years.

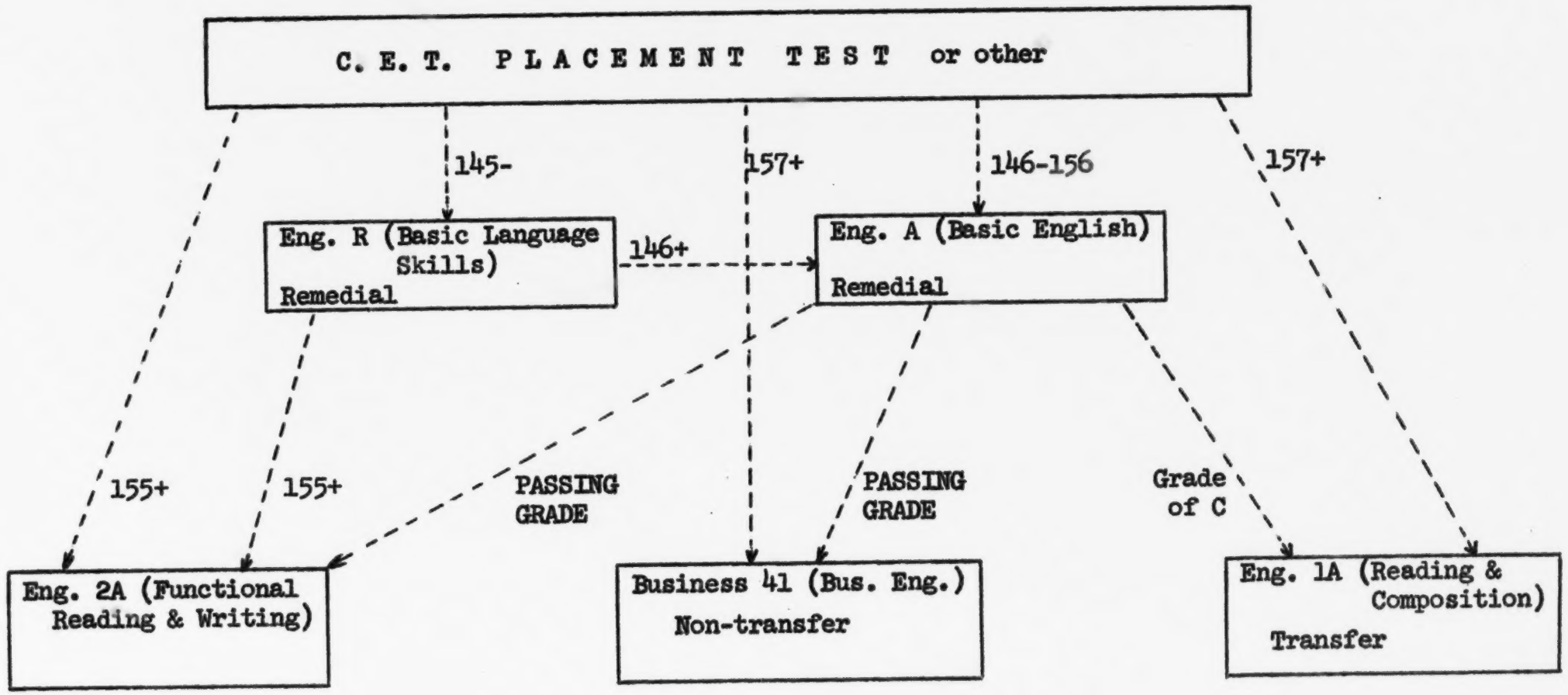
5. Beginning in the summer session of 1967 a student must make a C grade in English A to qualify for English 1A. A student now enrolled in English A (spring semester 1967) will be permitted to enroll in English 1A in the summer or fall of 1967 with a D grade.

The following flow-chart indicates the basic structure of the program but does not incorporate the exceptions which will be mentioned later. The flow-chart is provided to show the position of courses in relationship to test scores and to other courses in the English program, not all of which are taught in the English Department. (See flow-chart next page)

### English R, Basic Language Skills

Prerequisite: Score of 145 or lower on the CET (Estimated 16% of ECC population)

This course is envisioned as a "save" course, that is, one that will help a student with low verbal ability to improve his verbal skills so that he might pursue more advanced English courses with some prospect of success. To the extent that other divisions choose to make completion of an English course a prerequisite for their courses, this and other reading and composition courses affect areas other than English. But English R is not designed to keep one from "going to college." It is designed to help very weak students who intend to take courses that lead to an AA degree.




The remaining three units must be selected from any of the following courses for which a student is qualified:

| | | | | |
|---|---|---|---|---|
| Business 42 | English 1R | Journalism 1 | Peace Officer 135 | Speech Arts 1 |
| Business 84 | English 2R | | Technical 23A-B | Speech Arts 3 |
| | English 1B | | Technical 27 | Speech Arts 4 |
| | English 25A | | | Speech Arts 6 |
| | | | | Speech Arts 7 |
| | | | | Speech Arts 8 |

mplementation (cont.)

In order to better serve the student with problems, the following changes are taking lace preparatory to the experimental program next fall.

1. Another Reading laboratory is being provided together with special equipment for the sub-remedial student.

2. A group of English instructors are presently studying and retraining in order to teach this course and other new courses in the program.

3. Provision is being made for additional counseling and/or testing of students enrolled in English R during the initial weeks of the fall semester.

4. Plans are being made for follow-up studies to determine the effectiveness of the program.

A student who is counseled into English R should be a serious person who intends to improve. This course is not a dumping ground or a place to vegetate for a semester. If a student is casually course-shopping in the academic supermarket, he should not take English R. Furthermore, if it can be determined that a person already enrolled in English R cannot benefit from it, he should be counseled out of the course. The implication is that if a person cannot come up to a reasonable level of performance after a semester of rigorous, but well planned compassionate instruction and training, he should be informed that, in our opinion, the AA degree at ECC is not for him at th s time.

A student who passes this course will advance to English A, English 2A, English 2R, or, conceivably, English 1A depending upon his score at the end of the semester, his score being determined by a re-test of the CET.

Ten English R sections are being started in the fall of 1967, at 30 students per section (300 people). It appears that twice this number of students (about 600) would be eligible for this course according to COOP scores. If students are screened carefully to fill the 300 spaces in English R, it is possible that we can accommodate all students who score 145 or below who should take the course. But if all English R classes fill so that low-scoring students cannot be placed, SPECIAL English A classes will be opened to accommodate these people alone. No persons scoring higher than 145 will be admitted to these Special English A classes in the event that such classes must be added.

## English 2R, Developmental Reading

Prerequisite: Score of 146 - 156 on CET. (Estimated 44% of ECC population)

This is essentially the non-transfer English B course we presently have, but with the lower and the higher students eliminated. It is designed as a course that will help prepare the student with weak to mediocre reading skills for the types of reading he will be called upon to read during his course work in college.

Implementation (cont.)

## English 1R, Power and Speed Reading

Prerequisite: Score of 157 or higher on CET or successful completion of English 2R (Estimated 40% of ECC population)

This course is designed to strengthen the reading skills of the good or superior reader. (Two sections in the fall of 1967)

## English 2A, Functional Reading and Writing

Prerequisite: English A
Grade of 155 or higher on CET
Grade of 153-154 on CET and a Pass on the ESSAY section of the English Placement Examination.

This is a non-transfer reading and composition course that will, like Business 41 and English 1A, fulfill the three specified English units for the six-unit English requirement for an AA degree. This course will not necessarily include the rhetorical disciplines that are part of English 1A, nor will it entertain that level or type of reading. Reading, writing, and discussion of material in this course will be suited to the needs of vocational and other terminal students. (Four sections in the fall of 1967)

## English 1A, Reading and Composition

Prerequisites: Score of 157 or higher on CET (Estimated 40% of ECC population)
Score of 155-156 and Pass on Essay Section of the English Placement Examination
Grade of "C" or higher in English A.

The content of English 1A and 1B will stay essentially the same as it is now; however, the quality of student in these courses should improve.